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ABSTRACT

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this document suggests ways to develop economic education programs in Ohio high schools and identifies issues certain to be encountered in developing such a program. Each of the five sections in this publication deals with a different area: (1) the Conceptual Framework section offers an overview of economic education to assist in planning the program; (2) the Program Design and Curriculum Placement section describes options for placement of economics in high school curriculum, including discrete and interdisciplinary placement; (3) the Implementation section reviews several methods for making decisions about program design and curriculum placement; (4) the Course of Study Development section provides a basic framework for economic education, outlining the components needed to develop an economics course of study; and (5) the Teaching Strategies section surveys ways to increase students' learning in the economics class. Seven references are listed, and instruments for developing economic education programs are included in the appendixes. (DCS)

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ECONOMICS COURSE OF STUDY

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FOREWORD

With the adoption of the 1983 minimum standards, the State Board of Education has established conditions to promote a general education of high quality in all chartered schools. The State Board of Education recognizes its responsibility to give direction to the system of education in the state. At the same time, there is flexibility within standards to establish educational programs that are responsive to local needs.

Minimum Standards for Elementary and Secondary Schools 1983 provide the potential for greatly improving education in Ohio. That potential can be reached through well-structured local and state leadership. To assist responsible implementation of minimum standards, staff in the Ohio Department of Education have prepared an implementation series consisting of fourteen documents. A distinction is made among the publications. Only one, *Procedures for School Evaluations,* is a compliance document. It contains the standards in a format readily used for self-evaluation. School personnel will find information about what is needed for a district and schools within the district to comply with standards. In the remaining publications, an effort is made to specify what the standard requires. Additional information, guidelines, procedural steps, and sample forms may go beyond what the standard requires. The purpose is to assist the local planning process, not to prescribe what shall be in every school in Ohio.

Minimum standards address the public's increasing expectations for schools with a requirement for competency based education in English composition, mathematics, and reading. Three of the publications, *Process Model for Course of Study, Competency Assessment and Testing,* and *Intervention* are aligned in addressing competency based education. A number of options are described for local consideration.

Appreciation is extended to school personnel who contributed to these publications by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these publications possible.

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

Knowledge of basic economic concepts and the skills necessary to apply them are fundamental to individuals and societies. Such knowledge and skills are essential for the development of responsible citizens and effective decision makers. As individuals acquire new understandings of economic concepts, certain skills must also be acquired to incorporate the new understandings into their daily lives.

Rule 3301-35-02 B(13) of the Minimum Standards for Elementary and Secondary Schools, adopted by the State Board of Education and effective September 1983, specifies that one-half unit of economics be scheduled and operated in separately organized classes within the minimum forty-five units required for grades nine through twelve. One-half unit of credit equals 60 hours.

This document suggests ways to develop economic education programs in Ohio high schools and identifies issues certain to be encountered in developing an economic education program. The following five sections are in this publication:

I. *Conceptual Framework.* The section offers an overview of economic education to assist in planning the program.
II. *Program Design and Curriculum Placement.* The section describes options for placement of economics in the high school curriculum, including discrete and interdisciplinary placement.
III. *Implementation.* The section reviews several methods for making decisions about program design and curriculum placement.
IV. *Course of Study Development.* The section provides a basic framework for economic education, outlining the components needed to develop an economics course of study.
V. *Teaching Strategies.* The section surveys ways to increase students' learning in the economics class.

Instruments for developing economic education programs are included in the appendices.

The Joint Council on Economic Education has been extensively involved in curriculum development. The Council is responsible for a two-part series entitled *Master Curriculum Guide in Economics for the Nation's Schools.* Part I of the series, *A Framework for Teaching Economics: Basic Concepts* serves well to assist the development of economic education programs. A copy of this publication is provided to complement this document. Part II of the *Master Curriculum Guide Series* includes separate teaching strategy publications for the following areas: Primary Level (grades 1-3), Intermediate Level (grades 4-6), Junior High School Level (grades 7-9). Secondary level publications in the Part II *Master Curriculum Strategies* are devoted to: Basic Business and Consumer Education, United States History, and World Studies. During the next year, the Part I *Framework* will be revised and an addition will be made to the Part II *Strategies*--Strategies for Teaching Economics.

CONCEPTUAL FRAMEWORK

SECTION I -- CONCEPTUAL FRAMEWORK

> Economics, according to a widely accepted definition, is the study of the allocation of scarce resources among unlimited and competing uses. It is the social science that deals with the ways in which (people) and societies seek to satisfy their material needs and desires, since the means at their disposal do not permit them to do so completely.*

Economics, the oldest of the social sciences, has had a bad reputation since Thomas Carlyle described the subject in 1850 as the "dismal science." Yet economics, if properly taught, can provide students with understandings and skills that enable them to analyze economic processes and to make informed decisions. As a discipline, economics deals with how people allocate limited resources and satisfy unlimited wants. Indeed, the central economic concern is the problem of scarcity.

Economic Literacy

For over two decades, beginning with the publication of *Economic Education in the Schools* in 1961, educators have been increasingly concerned about economic instruction in elementary and secondary schools. Members of the national task force who wrote that report envisioned economic education as a means to help pupils examine economics in a rational way. More recently, the Joint Council on Economic Education published *A Framework for Teaching Economics: Basic Concepts* which describes why the study of economics is so important:

> Everyone who moves symbolically into adulthood at age 18 is required to fulfill many roles, foremost among them the roles of consumer, worker and voting citizen. Each role requires personal economic literacy: to achieve levels of consumer satisfaction from limited income; to make informed decisions about income-earning opportunities which require individuals to understand, improve and maintain their human capabilities; and to participate effectively in public debate on crucial issues such as the best way to spend our national, state or local tax dollars. (Hansen et al., 1977, p. iv)

The three elements of economic literacy--improved consumer satisfaction, effective decision making, and responsible citizenship--can provide the foundation for an economic education program.

*Taken from Rees, Albert, "Economics." *International Encyclopedia of the Social Sciences,* Vol. 4, David L. Sills, Ed., Crowell Collier and Macmillan, 1968. p. 472.

CONCEPTUAL FRAMEWORK

Key Elements

Enabling individuals to make the transition from acquiring new understandings about economics to applying them is a primary responsibility of schools. The approach to economic education suggested in this document parallels that of the Joint Council on Economic Education:

> The continuing efforts of economists, economic educators, and teachers to clarify what should be taught and how to teach it most effectively have produced a general consensus that: Our efforts should be concentrated on achieving a deeper understanding of a more limited set of materials than has been the practice; students need a conceptual framework to help to organize their understanding; knowledge of basic economic concepts is more important than a heavy dose of factual knowledge; and the real payoff in achieving greater economic understanding comes as individuals acquire the ability to apply their knowledge to a wide range of economic issues of the kind they themselves are likely to confront. (Hansen et al., 1977, p. 1)

The council has outlined six "key elements" of "economic understanding" that school personnel should consider as they begin to implement economic education:

- *Practicing a reasoned approach.* Students must recognize that economic issues can be analyzed effectively only by replacing emotional judgments with an objective, rational, and systematic approach--a reasoned approach.
- *Mastering the basic concepts.* Students must have at their command a set of basic concepts to give them the capacity to think about economic issues in a reasoned way.
- *Possessing an overview of the economy.* Students need a simple overview of how the economic system works so as to provide a structure for examining specific issues.
- *Identifying the issues.* Students must possess the knowledge and skills to recognize the various types of economic issues they are likely to encounter as consumers, workers, citizens, and employers.
- *Applying these elements to particular issues.* Students must be given practice in using the reasoned approach, working with the basic concepts, and identifying the issues, first on simple and then on more complex real-world issues. The ultimate test is their ability to apply these elements to a range of newly emerging issues.

- *Reaching decisions on economic issues.* Students must learn how to take the final step of forming their own judgments on economic issues. This requires making decisions based on their analysis of the issues, tempered by their own values. This last step includes knowing when it may be impossible to reach a judgment. (Hansen et al., 1977, p. 4)

Each school district will need to tailor these elements of economic understanding to meet local needs. But isolating the major components of economic education provides a conceptual framework for discussions about curriculum and instruction.

SECTION II -- PROGRAM DESIGN AND CURRICULUM PLACEMENT

Economics as a social science discipline may be studied in all grades at the precollegiate level. Decisions about implementing economic education involve program design and placement in the curriculum.

Program Design

The format used in providing economic education is the program design. Two designs are often used: a discrete, self-contained course; or an interdisciplinary course which includes economic education.

A Discrete, Self-Contained Course

This option requires a course designed specifically for the study of economics. To meet the one-half unit of economics requirement via this format, it will be necessary to comply with applicable course of study, certification and time allocation provisions specified in the minimum standards.

An Interdisciplinary Course Which Includes Economic Education

This alternative involves combining economic education with another course. Selection of this option meets the one-half unit of economics requirement only if it complies with all applicable course of study, certification, and time allocation requirements specified in the minimum standards.

Curriculum Placement

Regardless of which program design is selected, curriculum placement decisions must be made. Although nothing in the minimum standards prevents it, economic education is not likely to be included in the curriculum as an autonomous program. Traditionally, economic education has been included within the social studies or business education programs.

PROGRAM DESIGN

In making decisions about curriculum placement, it is important to develop a rationale for teaching economics. On the following pages are brief rationales for including economic education in social studies and business programs. Although these rationales are of necessity somewhat oversimplified, they may help school personnel articulate a rationale for teaching economics and making curricular decisions.

Rationale for Placement in Social Studies

Perhaps the best rationale for placement of economics within social studies is that economics is one of the social sciences. The goals of economics and the social studies in general are identical--to help individuals conceptualize and resolve complex problems.

The benefit of including economics within social studies is that insights from economics can enhance students' understanding of social and cultural movements Conversely, history and society are given new dimensions when economic forces are considered. Social studies programs include the study of families, groups, government, technology, and the environment. Each of these topics can be better understood if students realize the impact of economics.

To provide students with the conceptual framework necessary for participating in the social, political, and economic activities of a democratic society, social studies programs are designed to enable students to accomplish five objectives:

> **Objective 1.** To develop understandings based on data, generalizations, and concepts drawn from various social sciences, including economics.

Understanding depends on whether basic economic concepts are presented in concise, clear, and meaningful terms. It also involves helping students become aware of the *processes* by which the social science disciplines derive concepts, such as data gathering, interpretation, inference, and extrapolation.

> **Objective 2.** To develop and practice a variety of intellectual skills appropriate to the social sciences.

Students would be equipped with analytical skills which enable them to make reasoned, objective judgments about contemporary issues. Students would develop skills in critical thinking, in creative ways to solve problems, and in recognizing and resolving problems. Students would be encouraged to become increasingly self-directing.

> **Objective 3.** To understand and respect individual and cultural differences and similarities.

Students would gain a better understanding of the world as multifaceted. Students would also be able to understand and appreciate the diversity of occupational choices available to them and learn ways to enter different occupations. In addition, students would

develop self-esteem and pride through an understanding and appreciation of world organization, nation-states, ethnic and racial groups, entrepreneurial and labor groups, kin groups, and families.

Objective 4. To reflect on society's values and encourage each individual to develop and clarify a personal set of values.

Students would become aware of the way in which they, as individuals and as members of society, affect an economy and of the way it affects them. Students would become aware of their own values and the values held by other individuals and groups as they learn to understand and appreciate the rights, privileges, and duties of citizenship in a democratic society.

Objective 5. To participate in society as individuals and as members of groups.

Students would fulfill their responsibilities as citizens in the market economy of the United States. They would be helped to use their knowledge and intellectual skills to participate in civic, economic, and other activities.

Given the objectives of a strong social studies program, it is clear that students will benefit from a consideration of economic issues. The social studies program will be enhanced, and economics will not be isolated from other social and cultural forces.

Rationale for Placement in Business Education

Business educators have offered courses designed to promote economic competence. These courses are established to develop economic skills, knowledge, and understanding necessary for the individual to function in the roles of consumer, wage earner, investor, and citizen.

There are two approaches to economic education in basic business courses--specific and conceptual. The former is primarily a "how to" approach: what to look for when shopping for consumer goods and services; how to write a check, or apply for a job.

The latter approach develops an understanding of basic economic concepts, a knowledge of the economic system, and a way of thinking about various economic issues. Helping students make informed decisions about economics is the emphasis in the conceptual approach.

In business education, several objectives emphasize students' economic understanding:

1. To identify and describe the major purpose of an economic system, determine the specific questions an economic system must answer, and compare the principle features of different economic systems.
2. To identify and describe the basic characteristics and functions of the American economy.

3. To describe and explain the interdependence of business, governments, and human resources in the economy.
4. To describe and evaluate the ways an individual contributes to the economy as a producer, consumer, and citizen.
5. To identify how individuals, businesses, and government use monetary resources effectively.
6. To identify the risks against which persons most commonly need protection and explain how risk sharing provides a means of protection.
7. To describe how banks, credit, and other financial institutions affect individuals, business firms, units of government and the economy as a whole; that is, savings and investing.

Placing economic education courses within business education will provide students with an objective look at economic problems and will encourage students to make better decisions as consumers, wage earners, citizens, and investors. Business courses can make an extensive contribution to improving student understanding of how we live and work. Such understandings result in economic literacy.

SECTION III -- IMPLEMENTATION

Implementing economic education requires decisions about curriculum placement and program design. Figure 1 presents a composite of the options, using hypothetical courses, that school district personnel will need to consider.

Program Design Options

	Discrete Self-contained Course	Interdisciplinary Option
Social Studies	Principles of Economics	American Government and Economics
	Introduction to Economics	American History and Economics
	Economics	Principles of Economic and Consumer Education
Business Education	Free Enterprise	Business Law and Economics
	The American Economy	Introduction to Business and Economics
	American Business Enterprise	General Business and Economics
Economic Education	Economics	

Composite of Program Design and Curriculum Placement Options. Figure 1.

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These options enable school districts to strengthen students' economic literacy on the bases of local needs.

Social Studies

Economic education in the social studies program may be taught as a self-contained course or in combination with another social studies course. In either case, it will be necessary to meet the course of study, certification, and time allocation provisions specified in minimum standards.

Course of Study

A complete description of course of study development is provided in *Process Model for Course of Study*. The process as it applies to economic education is detailed in Section IV. To comply with the provisions specified in minimum standards, it will be necessary: (1) to develop a course of study for economics which includes the social studies program philosophy and goals, *or* (2) include in the course of study for social studies (grades 9-12) subject objectives for economic education.

Certification

The availability of properly certificated teachers will determine in large measure where economic education will be included in the curriculum. Yet a consideration of the structure of the discipline and its key concepts--including how those concepts can be integrated into topics and units actually taught to learners--and appropriate instructional materials are equally important determinants in deciding where economics should be taught (Williams, 1982, p. 75).

A teacher who holds a valid Ohio secondary teaching certificate in one of the following--Bookkeeping-Basic Business, Business Education without Shorthand, Comprehensive Business Education, Comprehensive Social Studies, or Economics--may teach a self-contained course in economics within the social studies program. To teach an interdisciplinary course which combines economics with another social studies course, a teacher must hold either (1) a Comprehensive Social Studies certificate or (2) any of the other four certificates listed above and hold certification for the social studies course with which economic education is combined. (For a list of these certificates, see *Procedures for School Evaluations* in the Implementation Series.)

Time Allocation

Minimum standards specify that forty-five units of credit are to be scheduled and operated in grades nine through twelve. At least one-half unit within the forty-five is to be allocated to economics. The minimum standards also specify that in order for one unit of credit to be awarded on the basis of proportional instructional time; that is,

IMPLEMENTATION

one-half unit requires sixty hours of instructional time. If offered in the social studies program, for example, a one-semester course in economics must meet at least two days per week for a total of at least sixty hours of instruction.

Any combination of economic education with another social studies course requires compliance with the sixty-hour instructional time requirement for economic education and an additional instructional time requirement for any credit awarded for the other social studies discipline. For example, a course called American Government and Economics which has one unit of credit and which meets the graduation requirement for American Government would need to provide a minimum of sixty hours of instructional time in American Government and sixty hours in economic education.

Business Education

As is the case with social studies, economic education in the business education program may be a self-contained course or be taught in combination with another business course. In either case, it will also be necessary to meet the course of study, certification, and time allocation provisions specified in the minimum standards.

Course of Study

To comply with the provisions specified in minimum standards, it will be necessary: (1) to develop a course of study for economics which includes the business education program philosophy and goals, *or* (2) include in the course of study for business education (grades 9-12) subject objectives for economic education.

Certification

A teacher who holds a valid Ohio secondary teaching certificate in one of the following--Bookkeeping-Basic Education, Business Education without Shorthand, Comprehensive Business Education, Comprehensive Social Studies, or Economics--may teach a self-contained course in economics which is included within the business education program. To teach an interdisciplinary course which combines economics with another business course, a teacher must hold either (1) a Comprehensive Business Education, (2) Comprehensive Social Studies or (3) Economics. The teacher must also have proper certification for the business education course with which economic education is combined. (See *Procedures for School Evaluations* in the Implementation Series regarding proper certification).

IMPLEMENTATION

Time Allocation

A one semester course in economics, included in the business education program, which is scheduled to meet at least two days per week for a total of at least sixty hours of instruction meets the time allocation requirements of the minimum standards.

Combining economic education with another business education course requires sixty hours of instructional time for economic education and an additional instructional time requirement for any credit awarded for the other business course. For example, a course called Business Law and Economics for which one unit of credit is awarded would need to provide for a minimum of sixty hours of instructional time in business law and sixty hours in economic education.

Economic Education

Although it has not been a common practice to establish an autonomous economic education program at the precollegiate level, such an option would comply with the minimum standards. Economics as a discipline has a well-defined structure and established methods of analysis. It is possible, therefore, to develop a rationale for the study of economics as an autonomous program. This program must meet the course of study, certification, and time allocation provisions specified in minimum standards.

Course of Study

To comply with the provisions specified in the minimum standards, there must be a course of study for economic education which has all of the components required for approval, as outlined in Section IV. (For a detailed discussion of course of study development, see *Process Model for Course of Study* in the Implementation Series.)

Certification

A teacher who holds a valid Ohio secondary teaching certificate in one of the following--Bookkeeping-Basic Education, Business Education without Shorthand, Comprehensive Business Education, Comprehensive Social Studies, or Economics--may teach a self-contained course included in the economic education program.

Time Allocation

In an autonomous program, a one-semester course in economic education--scheduled to meet at least two days per week for a total of at least sixty hours of instruction--meets the time allocation requirements of the minimum standards.

COURSE OF STUDY

SECTION IV -- COURSE OF STUDY DEVELOPMENT

Revised Code Section 3313.60 requires boards of education to prescribe a graded course of study for all schools under their control. The mandate applies to boards of education for city, county, and exempted village school districts. Minimum standards extend this requirement to the corresponding authority in nonpublic schools chartered by the State of Ohio.

A *Process Model of Course of Study* in the Implementation Series describes the components required. This section highlights five of the components--introduction, program philosophy, program goals, scope and sequence, and pupil evaluation policy--as they relate to economic education.

Course of Study Introduction

The introduction to the course of study should state (1) the function of the document, (2) the school or district it will serve, and (3) how the document is to be used by teachers, administrators, and the board of education. Because the introduction provides an overview, it can serve several purposes:

1. Clarify for school personnel and community members the purpose of economic education in the total curriculum.
2. Specify how the economic education program is organized to avoid gaps of important content and undesirable repetition.
3. Maintain reasonable consistency of what is taught within the economic education program.
4. Help teachers understand what is expected of them.
5. Share faculty ideas about teaching methods and strategies.
6. Identify local, state, national, and international resources that may be used to accomplish the goals of the instructional program.
7. Identify objectives that students should master at various stages in the program.
8. Establish a base from which educators, individually and collectively, can plan instruction.
9. Provide means to assure that every student demonstrates mastery of specified economic education objectives.

COURSE OF STUDY

A Sample Introduction

An introduction to an economic education course of study might explicitly identify major components:

> The PURPOSE of this course of study is to provide structure and direction for the economic education program in this school district. It is designed to ensure commonality and continuity in the economic education program for students. Additionally, this course of study gives parents and students an accurate account of what the economic education program intends to provide for students in the district. Finally, it enables teachers and other personnel to focus on those concepts and skills for which they are responsible. The four major components of the course of study, as described below, establish the framework to achieve the instructional goals.
>
> The PROGRAM PHILOSOPHY sets forth the rationale for the economic education program. This statement is consistent with, and contributes to, the educational program specified by the district board of education. This rationale is based on reliable findings regarding pupils' growth, development, and learning. Current theory in social studies and economic education is reflected in the statement of philosophy.
>
> The PROGRAM GOALS establish the conceptual framework and specify the scope of the program. These statements ensure that the major themes--Basic Economic Concepts, Economic Institutions, Measurement Concepts, and Concepts for Evaluating Economic Actions and Policies--will be the focus of instruction.
>
> The SCOPE AND SEQUENCE component of this course of study specifies instructional objectives which have been generated from the program goals. These statements indicate expected learning outcomes. The scope and sequence component is designed to facilitate planning and assessment.
>
> The EVALUATION policies prescribed in this course of study express a commitment to continuous assessment of both student achievement and the program.

The interrelationship of these components provides the basic structure and direction necessary for an effective program of economic education. To ensure that the specified program is implemented, instructional strategies, materials, and resources must be consistent with the specifications prescribed in the course of study. Finally, this document must be used by teachers of economics in planning lessons for effective classroom instruction.

COURSE OF STUDY

Program Philosophy

Like other statements of program philosophy, the program philosophy for economic education should be consistent with the district philosophy. The program philosophy of economic education states the rationale for including economics in the school curriculum. (Appendix A contains an instrument for identifying philosophical emphases in economic education.)

A Sample Philosophy

The following example clarifies assumptions and values while placing the economic education program philosophy within a larger perspective:

> The economic education program is designed to promote competent citizenship. The primary purpose of the program is to foster economic literacy which includes two aspects:
>
> (1) Helping students develop skills necessary to function effectively in the system;
>
> (2) Helping students comprehend the interrelated nature of the system and how it works.
>
> The United States is committed to an economic system which places a high value on individual decision making. It is imperative, therefore, that the economic education program reflect a reasoned approach to decision making. To the extent that individuals learn to make decisions based on understanding and logical reasoning, they may be able to manage their affairs more wisely. Using a reasoned approach and basic economic knowledge, individuals will be better able to explore and understand society's economic problems.
>
> Most of the world's economies lie somewhere between the poles of the socialist command economy and market capitalism. It is important, therefore, that students be familiar with criteria for comparing different economic systems.

Program Goals

Program goals define the overall nature and content of economic education, and they establish expectations about program outcomes. The program goals for economic education should communicate what the nature and content will be, identify knowledge and skills students will gain from the program, and provide a conceptual framework for instruction. In the development of program goals, it is important to consider the individual learner, social forces, and how economic knowledge will be organized. A clear statement of program goals will assist in developing specific program objectives.

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Economic educators concur that six components of economic understanding should be considered when developing program goals: (1) Basic Concepts, (2) Reasoned Approach, (3) Overview of the Economy, (4) Issues, (5) Application, and (6) Decision Making (Hansen, et al., 1977, p. 4). Each component should be reflected in the program goals.

Prehn (1981) has stated the major goals of economic education in terms of what high school students should gain:

(1) To acquaint students with economic institutions that are so much a part of their daily lives;
(2) To introduce them to a way of thinking about economic issues that will replace careless, emotional thinking with logical, rational analysis;
(3) To impart an understanding of the many complicated and very vexing economic and social problems that confront the American people; and
(4) To give students the tools with which to analyze critically and choose wisely from among proposed policies. (p. 18)

Prehn suggests that from these major goals educators can easily begin to draw course objectives.

Procedures for developing program goals will vary, depending on the instruments and activities used. (Appendices B and C contain instruments that may be helpful in establishing goals in local economic education programs.)

Sample Program Goals

Below are some examples of the types of program goals a school district might develop (Hansen et al., 1977, p. 4). It may be useful to compare these samples with Prehn's statement of goals.

- To enable students to recognize that economic issues can be analyzed effectively only by replacing emotional judgments with an objective, rational, and systematic approach--a reasoned approach.
- To enable students to have a set of basic concepts which gives them the capacity to think about economic issues in a reasoned way.
- To enable students to perceive how the economic system works so as to provide a structure for examining specific issues.
- To enable students to recognize the various types of economic issues they will likely encounter as consumers, workers, citizens, and employers.
- To provide opportunities for students to practice the reasoned approach, working with basic concepts and issues.
- To enable students to form judgments on economic issues.

COURSE OF STUDY

Scope and Sequence

After the program philosophy and goals are established, it is necessary to determine program and subject objectives. A *Process Model for Course of Study* states that the formulation of program and subject objectives enable educators "to identify the content (scope) of each program at each level (sequence) of instruction." (Appendix D contains an instrument for developing the scope and sequence for economic education.)

Pupil Evaluation Policy

The evaluation of pupil performance, like the ongoing assessment of the economic education program, should express a commitment to the continuous assessment of student achievement. The course of study in economic education, according to the minimum standards, shall "provide a basis for pupil evaluation."

There are two types of assessment that can be used--formative and summative. Formative evaluations are conducted during teaching; they help teachers adjust instructional strategies to meet pupils' needs. In economic education, formative evaluations are essential to assure that students are mastering concepts and skills. Summative evaluations, on the other hand, are made following the completion of an instructional unit to assess how well students have achieved the subject objectives. Intervention will be required for those students who have not mastered the subject objectives. (A worksheet for developing evaluation policies can be found in Appendix E.)

A Sample Evaluation Policy

In the example below, the policy outlines, first, the two types of evaluation; it provides a rationale for both; and then identifies the actions required by the policy:

> Evaluation of the economic education program is as crucial as the design of the program itself. Two kinds of evaluation are needed:
>
> (1) Summative evaluation--to determine what knowledge and skills students have acquired from an instructional program. The purpose of summative evaluation is to appraise an individual's success after completing the program or program segment.
>
> (2) Formative evaluation--to constantly check on strengths and weaknesses of the instructional program during its development. The purpose of formative evaluation is to monitor how well the instructional program is fulfilling the purposes of the curriculum plan.

Summative and formative evaluations are essential to the success of the economic education program. Accordingly, the following policies are in effect:

(1) School personnel responsible for the economic education program will adopt, or design, and use a variety of techniques and instruments suitable for the assessment of individual student success within the instructional program.

(2) School personnel responsible for the economic education program will adopt, or design, a variety of techniques and instruments to determine whether the students' learning outcomes match the intended learning outcomes specified in the course of study.

Summary

Successfully implementing the components outlined in this section will enable school district personnel to design economic education courses of study that reflect district philosophies and meet local student needs.

SECTION V -- TEACHING STRATEGIES

Narrowing the scope of topics and material in economic education can be difficult because economics is a highly theoretical discipline. The selection of textbooks, materials, and classroom activities is critical. For students need clear explanation of theories and guided practice to master economic concepts and apply them.

Basic Concepts

Because economics is a complex discipline, teachers will need to be selective--focusing on major concepts and activities that enable students to recognize the usefulness of economic education. Focusing on issues that touch students' lives, ideas that provide them real-life solutions to difficult problems, can make learning economics a worthwhile experience. Hansen et al. (1977) have provided a helpful schema for linking the basic concepts in economics.

TEACHING STRATEGIES

The schema starts on the left side with the central economic problem, scarcity, and the types of economic systems that answer five questions about production and distribution. Then, on the right side, the schema provides additional concepts, to achieve goals such as freedom, equity, and security. These goals require trade-offs which are influenced by self-interest and personal values. Such a conceptualization may be useful as teachers help students learn the relationships among the concepts.

Implications for Teaching

Helburn and Davis* have noted that there are several problems in teaching economics--the theoretical nature of the discipline, the need for abstract thinking, and the sometimes controversive nature of the subject--and they have suggested a strategy:

> Teaching economics effectively requires recognizing these problems and developing an overall strategy for coping with them which encompasses (1) teaching students the basics, (2) giving students practice in developing the skills of economic reasoning, (3) demonstrating the relevance of economics to everyday life, and (4) teaching students to analyze controversy and to evaluate competing proposals.
>
> The basic point is that relying 100 percent on didactics--studying a text and listening to lectures--will not work. A variety of activities must be planned which provide students with opportunities to develop skills and interest in economics. These activities must include diagnostic and inquiry-oriented teaching techniques. (p. 55)

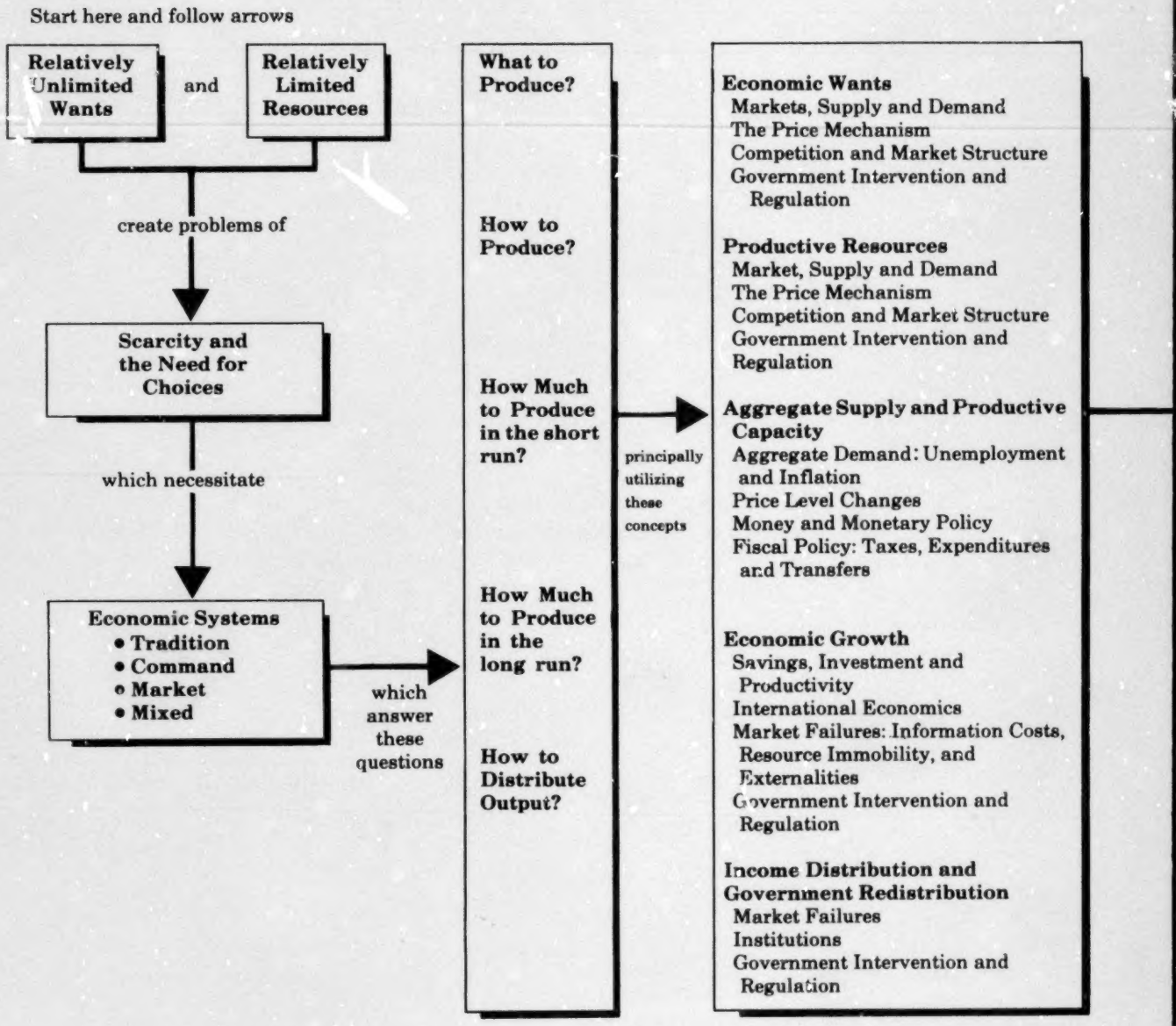
They recommend, therefore, that teachers use an approach that includes five components:

- Identify the important course organizers and make it easy for students to learn how to use them. Limit what students are required to know; then find a good text, supplemented by lectures and exercises, to reinforce the learning. *Choose* what is important for students to know, and communicate this information to them.
- Provide a wide variety of encounters in which students can use these organizers to understand and analyze specific economic events. Give students opportunities to practice using their new organizers on actual problems.

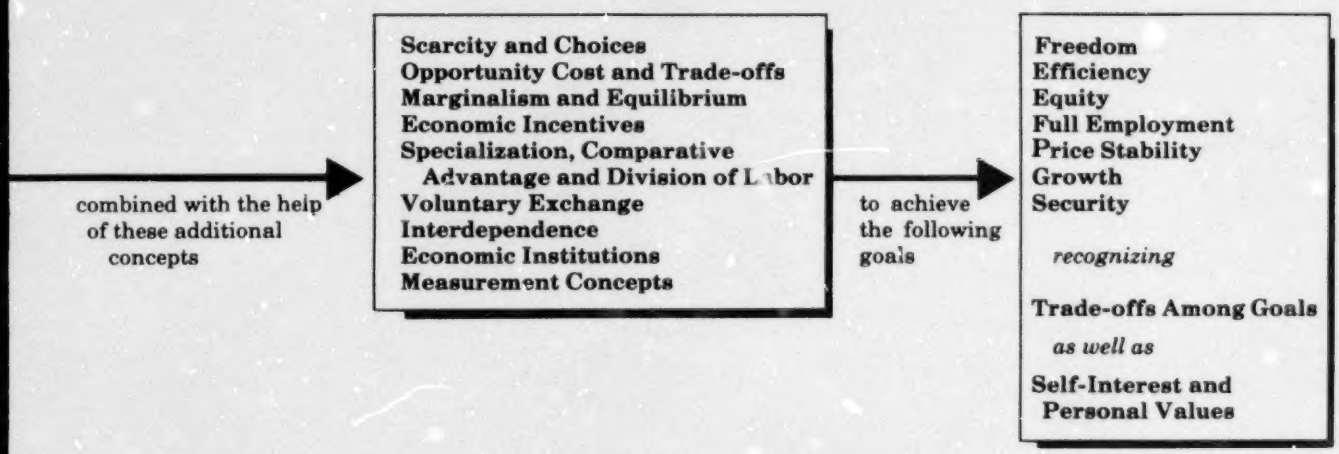
*Adapted from: Helburn, S.W. and Davis, J.E. *Preparing to Teach Economic Approaches and Resources*. Boulder, CO; Social Science Education Consortium, Inc., 1982. Copyrighted by Joint Council on Economic Education, NY, NY.

TEACHING STRATEGIES

FIGURE 2



TEACHING STRATEGIES



A Schematic Framework of Economics
An Approach To Linking The Concepts.
From: Part I. A *Framework for Teaching Economics: Basic Concepts* by W. Lee Hansen et al. pp. 28-29. Copyright 1977 by the Joint Council on Economic Education, NY, NY.

- Alternate types of learning activities, so that students can learn new organizers and then apply them immediately to concrete situations. Intersperse theory with practice. In this way, students get an immediate payoff and they learn more about the organizers through using them.
- Provide review and synthesis activities so that students can extend and combine what they know into more useful systems of thought. Devise opportunities for students to combine organizers in analyzing or studying a practical problem.
- Create a teaching/learning environment which operates more through cognitive motivation than through social-ego motivation. This may mean shifting more control of learning to the students so that they may explore what is useful to them. (p. 56)

Such a strategy is useful because it is based on a variety of learning activities and provides a process that builds upon content, refines skills, extends student understanding to create new meaning, and provides systematic reviews so students can assess their progress (p. 56).

Lesson Plans.

The minimum standards require that the daily lesson plans of each teacher "give direction for instruction and implementation of courses of study." Well-designed lesson plans are especially important in economic education. Prehn* has suggested that a good lesson plan contains seven elements:

1. *Definite, worthwhile aims.* The aims should be lucidly stated in terms of the understandings, skills, and attitudes you expect the students to achieve during the class period.
2. *Motivation to arouse immediate interest.* Will you start with a provocative question? a problem? an amusing cartoon? a link with their past experiences? an anecdote? a current event? Indicate in your lesson plan just what you expect to do to stimulate students to anticipate the lesson that is to follow.
3. *Stimulating procedures.* How do you plan to achieve your objectives? Indicate broadly the teaching techniques and pupil activities you expect to use as well as the general direction you expect your lesson to take.
4. *Development by questioning or other pivotal device, such as an audiovisual aid.* Unless the recitation pattern takes the form of a panel, forum, roundtable, or committee reports, indicate the large, thought-provoking (pivotal) questions around which the lesson will revolve. Such questions should be logical, sequential, and personal-experience-oriented, if possible

*Adapted from: Prehn, E.C. *Teaching High School Economics.* New York: New York City Council on Economic Education, 1981.

TEACHING STRATEGIES

5. *Illustrative material.* Indicate the pictures, duplicated materials, maps, transparencies, audiovisual aids, if any, you will use during the lesson.
6. *Medial and final summaries and application.* Provide time during the course of the lesson to clinch important arguments and points by means of *medial* summaries and at the end of the lesson for a *final* summary. Test pupils' grasp of the concepts, understandings, and skills by providing for applications to a current problem of interest or concern to the students. Indicate the pivotal question or closing activity through which you intend to clinch the main ideas.
7. *A purposeful, clear, definite assignment for the following day.* The student's approach to the subject, his mental set, his response in the next class session are all determined by the manner in which the assignment is made. The kind and amount of study, the carry-over values, the attitudes acquired during study, the study problem itself, all are inextricably involved in the assignment. (pp. 35-36)

These elements, of course, are not unique for lesson planning in economic education. But the elements provide a model for teachers to consider in teaching economics.

Resources and Materials

There is an abundance of resources available for teachers in economic education programs.

Organizational Resources for Teaching

Many organizations can provide assistance to teachers in developing resources. In addition to the Ohio Department of Education staff members, the statewide centers for economic education and the educational television corporations can provide expertise and materials. (A list of these resources is provided in Appendix F.)

Selection of Materials

Helburn and Davis* have devised five categories of questions that might be asked in the process of selecting curriculum resources for students:

1. *Publisher.* Who is the publisher? Does the publisher normally produce educational materials for use with students? Can a point of view be detected in the publisher's literature?

*Adapted from: Helburn, S.W. and Davis, J.E. *Preparing to Teach Economic Approaches and Resources.* Boulder, CO: Social Science Education Consortium, Inc., 1982. Copyrighted by Joint Council on Economic Education, NY, NY.

2. *Balance.* Are the materials balanced in terms of rationale or philosophy? Is the philosophic position of the materials made clear? What is the relative emphasis on the free-market mechanism as the major economic problem-solving mechanism in society?
3. *Student Opportunity.* What opportunities are presented in the materials for students to clarify their own values, analyze the values of others, and make and defend decisions?
4. *Problems.* To what degree do the materials acknowledge such societal issues as education, health, housing, and employment? How are students asked to address such issues, if they are presented?
5. *Perspective.* Is the perspective of the materials local, national, or international? Are interrelationships shown between the three perspectives? (p. 76)

These preliminary questions need to be supplemented through a consideration of whether the materials reflect the district's and school's philosophy and how the materials will meet the goals and objectives of the economic education program.

Some Student Activities

Perhaps the most succinct statement about teaching economics has been provided by Helburn (1971) who notes that "a little theory" goes "a long way": "Choose wisely and sparingly. Help students learn important and powerful ideas and give them plenty of chances to apply them throughout the course" (p. 14). Increasingly, economic educators have stressed students' active involvement in learning.

Learning Activities

Prehn*, noting that textbooks, workbooks, and lectures can play an important role, suggests that inquiry learning and the problems approach have been quite successful with students. Teachers are also using new strategies, such as case studies, simulations, group process techniques, and media to help students.

Involving students as active learners can be achieved through several techniques.

Case Studies. Students are involved in working with real or hypothetical situations (cases) in which there is a conflict or dilemma. By using a reasoned approach, students identify what is at issue; analyze the situation; determine and evaluate the alternatives; reach a decision and provide the evidence to support it. Students are required to ask questions, analyze, synthesize, compare and contrast, and make judgments.

*Adapted from: Prehn, E.C. *Teaching High School Economics.* New York: New York City Council on Economic Education, 1981.

TEACHING STRATEGIES

Role Playing. Students are involved in assuming the role of another person in a hypothetical situation based on reality or in the re-enactment of an historical event. Students develop decision-making skills and gain practice in important communication skills by putting themselves in the place of someone else whose problems must be defined and analyzed.

Brainstorming. Students are involved in a free and open process of an idea exchange. The process encourages students to think, fosters creativity, and generates alternatives for a particular problem or topic. Brainstorming activities can be carried out in several different ways and can be used for several different purposes, including eliciting student reactions to a topic, experience, or event; or solving a dilemma or problem. The process can be carried out with a group by having students express their thoughts orally or with an individual by having each student write down whatever comes to mind.

Debating. Students are involved in orally defending or supporting their viewpoints on a specific principle, theory, belief, or topic. Through this process students gain skill in using structural oral communication to persuade others to change their points of view. Debating may be a one-on-one or a group activity.

Interviewing and Questioning. Students are involved in developing skills in planning, collecting data, organizing data, and presenting data through interviewing and questioning techniques. Students must work with others to analyze, synthesize, draw conclusions, and generalize.

Summary

There is, of course, no single method or technique that can be used successfully with all students. But an orientation which identifies major concepts and helps students apply the concepts in their daily lives has worked well for many teachers of economics. As is the case with any subject, the effective teacher will draw upon students' experiences to make economics exciting and meaningful.

REFERENCES

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Helburn, S.W. *Preparing to Teach Economics: Sources and Approaches.* Boulder, CO: Social Science Education Consortium, 1971.

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Program Improvement for Social Studies Education in Wisconsin. Madison, WI: Department of Public Instruction, Not dated.

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APPENDIX A

An Instrument to Identify Philosophical Emphases in Economic Education

This instrument can help individuals clarify their understanding of what the economic education program ought to be. The instrument can be used in many ways and should be adapted to meet local needs.

Indicate if you AGREE (A) OR DISAGREE (DA).

Agree - Disagree

_____ 1. There should be a written rationale upon which the economic education program is based.

_____ 2. Responsible citizenship is enhanced through the ability to make reasoned judgments about major economic questions facing society.

_____ 3. Economic education should enable students to examine economic processes in the home, classroom, school, community, nation, and world.

_____ 4. The economic education program should promote understanding of global economics.

_____ 5. Whether their goal is "education for college" or "education for the world of work," schools, as presently operated, are primarily vocational.

_____ 6. A student can understand any idea, at any age, if the idea is presented in an appropriate manner.

_____ 7. The best way to prepare for the future is to understand the past.

_____ 8. As curriculum and instruction in economic education develop more interrelationships with other subject areas, the objectives of economic education will be better met.

_____ 9. Economic education needs no terminal objectives; as part of an instructional area concerned with thinking processes, it is an end in itself.

_____ 10. Instruction in economics should promote student understanding in inquiry skills and knowledge that enable the individual to effectively allocate personnel resources in the consumption process.

APPENDIX B

The Development of General Objectives for Student Knowledge

Listed below are general objectives about knowledge that students might gain in economics education. Each of the items might be accepted, rejected, or changed. But the ten items provide a means for discussion and clarification of what students might learn.

1. The student understands the two basic assumptions economists make about any economic system: that consumer desires are unlimited, and that resources for satisfying these desires are scarce.
2. The student understands that while economists regard consumer desires as insatiable, they distinguish between two kinds of satisfactions: physical necessities and luxury items. The distinction between physical necessities and luxuries is not absolute; it varies according to taste, income, and the level of economic development in a society.
3. The student knows that the available resources are commonly divided into four factors of production: land, in which economists include all raw natural resources; labor; capital; and entrepreneurship. Technology is often included as an additional factor.
4. The student understands that to maximize both output and satisfactions, an economy must fully employ all of its available productive resources and combine them in the most efficient way.
5. The student knows that all economic choices involve opportunity costs, the sacrifice of one possible product to get another product.
6. The student knows that supply and demand is the mechanism used by the market economy of the United States to answer the basic questions of what, how, how much, and for whom to produce.
7. The student knows the three basic assumptions regarding economic behavior in a competitive market economy: (1) individuals base their economic decisions on self-interest; (2) producers are motivated by the desire to make a profit from the manufacture and sale of their goods; and (3) suppliers and demanders freely compete with one another to purchase resources and products.

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8. The student knows the major characteristics of the American capitalist economic system: free competition; the extensive use of capital; private ownership of most productive resources; and a high degree of division among labor, specialization, and interdependence among different individuals and businesses.
9. The student understands there are persistent issues whenever people, groups, and nations interact; the student has knowledge about resolving such issues.
10. The student understands that we are part of a global economy and that economic changes within the United States may be caused by or cause changes in other countries of the world.

APPENDIX C

A Likert Scale for Assessing Economic Education Programs

The Likert scale below, adapted from a Wisconsin Department of Public Instruction publication, *Program Improvement for Social Studies Education in Wisconsin* (no date), can help educators clarify what the economic education program should accomplish.

The economic education program is designed to accomplish these fifteen goals:

1. Helps the student recognize the importance of one's own worth.

1	2	3	4	5
A little evidence				A great deal of evidence

2. Helps the student understand the necessity for restraints on personal behavior.

1	2	3	4	5
A little evidence				A great deal of evidence

3. Helps the student understand and demonstrate respect for authority symbols in society.

1	2	3	4	5
A little evidence				A great deal of evidence

4. Helps the student demonstrate acceptance of the personal rights of each individual.

1	2	3	4	5
A little evidence				A great deal of evidence

5. Helps the student know and use the rules and processes by which social and political decisions are reached.

1	2	3	4	5
A little evidence				A great deal of evidence

6. Helps the student understand, and develop the ability to explain, similarities and differences between the fundamental beliefs of our own nation and those of other countries.

1	2	3	4	5
A little evidence				A great deal of evidence

7. Helps the student use the process of rational decision making by demonstrating the ability to pick out rational processes in problem-solving situations.

1	2	3	4	5
A little evidence				A great deal of evidence

APPENDIX C

8. Helps the student acknowledge the importance of questioning and evaluating one's personal viewpoints and demonstrate the ability to make changes in light of additional information.

1	2	3	4	5
A little evidence				A great deal of evidence

9. Helps the student show a willingness to question and examine conflicting viewpoints in forming personal opinions.

1	2	3	4	5
A little evidence				A great deal of evidence

10. Helps the student accept responsibility for personal actions.

1	2	3	4	5
A little evidence				A great deal of evidence

11. Helps the student accept personal responsibility for the effective operation of any group with which one is associated.

1	2	3	4	5
A little evidence				A great deal of evidence

12. Helps the student demonstrate respect for the welfare of others.

1	2	3	4	5
A little evidence				A great deal of evidence

13. Helps the student develop an awareness of the value of working with others in solving problems.

1	2	3	4	5
A little evidence				A great deal of evidence

14. Helps the student accept personal leadership in group decisions or to accept the leadership of others.

1	2	3	4	5
A little evidence				A great deal of evidence

15. Helps the student accept contributions of others while working in groups.

1	2	3	4	5
A little evidence				A great deal of evidence

APPENDIX D

A Scope and Sequence Worksheet

The instrument below, adapted from Clawson* may prove helpful in establishing the content and level of instruction in economic education.

In Column I, indicate whether you believe the following knowledge, abilities, and attitudes are essential for economic education. Your choices are: STRONGLY AGREE (SA), AGREE (A), NO OPINION (NO), DISAGREE (D), STRONGLY DISAGREE (SD).

If you AGREE or STRONGLY AGREE that a particular item is essential, use Column II to indicate whether the knowledge or ability or attitude is best developed PRIOR (P) to, DURING (D), or as a RESULT (R) of the economic education program.

		Column I					Column II		
1.	The student knows that producers bring human resources (labor), natural resources (land) and capital resources (tools and machines) together to produce goods and services.	SA	A	NO	D	SD	P	D	R
2.	The student knows that productivity is increased when people use tools and machines.	SA	A	NO	D	SD	P	D	R
3.	The student knows that production requires the skills and cooperation of many individuals.	SA	A	NO	D	SD	P	D	R
4.	The student knows that productivity is increased when savings are accumulated and invested.	SA	A	NO	D	SD	P	D	R
5.	The student knows that saving requires a certain amount of sacrifice--not using or spending something now so that things will be better in the future.	SA	A	NO	D	SD	P	D	R
6.	The student knows that economic growth and the creation of wealth require savings by individuals and businesses.	SA	A	NO	D	SD	P	D	R
7.	The student knows that division of labor and specialization increase productivity by promoting a more efficient use of resources.	SA	A	NO	D	SD	P	D	R
8.	The student knows that resources (human, natural, capital) are relatively scarce; therefore, choices must be made about alternative uses of resources.	SA	A	NO	D	SD	P	D	R
9.	The student knows that a person's income largely determines his or her share of the total of goods and services produced.	SA	A	NO	D	SD	P	D	R
10.	The student knows that in a market economy consumer wants (demands) exert a major influence on what and how much is produced.	SA	A	NO	D	SD	P	D	R

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	Column I					Column II		
11. The student knows that in a market economy producers compete to sell goods and services to meet consumer demand.	SA	A	NO	D	SD	P	D	R
12. The student knows that workers sell their services to employers for wages or salaries which they can spend for goods and services.	SA	A	NO	D	SD	P	D	R
13. The student knows that people who own or control productive resources (human, natural, capital) expect a fair payment in the form of rents, salaries or wages, and profit and interest for these resources.	SA	A	NO	D	SD	P	D	R
14. The student knows that in a market economy the price of a good or service and the amount of goods sold are determined through the interaction of buyers and sellers.	SA	A	NO	D	SD	P	D	R
15. The student knows that buying and selling occur when both the buyer and seller believe they benefit from the exchange.	SA	A	NO	D	SD	P	D	R
16. The student knows that in a market economy the market price is a compromise between the desire of the buyers to make the best use of their resources (income) and the sellers' desire to earn the most for their products.	SA	A	NO	D	SD	P	D	R
17. The student knows that the price of a good or service has an effect on the willingness of a seller to produce. (In general, sellers will produce more at a higher price than at a lower price.)	SA	A	NO	D	SD	P	D	R
18. The student knows that in a market economy the price of a good or service has an effect on the willingness of a buyer to purchase. (In general, buyers will purchase more at a lower price than at a higher price.)	SA	A	NO	D	SD	P	D	R
19. The student knows that in a market economy the possibility of earning a profit is one of the major goals of a producer.	SA	A	NO	D	SD	P	D	R
20. The student knows that the use of non-human energy increases productivity by promoting a more efficient use of productive resources.	SA	A	NO	D	SD	P	D	R
21. The student knows that the banks' role in safeguarding savings, arranging for the transfer of money by checks, and loaning money is vital to our market economy.	SA	A	NO	D	SD	P	D	R
22. The student knows that a medium of exchange (money) is needed if an economy is based on specialization and exchange.	SA	A	NO	D	SD	P	D	R

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		Column I					Column II		
23.	The student knows that our banking system provides the mechanism by which the supply of money can be expanded or contracted to meet the needs of the economy.	SA	A	NO	D	SD	P	D	R
24.	The student knows that inventive labor–work by people who have developed new and improved products and ways of producing goods and services–has been important in people's struggle to improve their way of life.	SA	A	NO	D	SD	P	D	R
25.	The student knows that management serves the function of organizing and coordinating activities which enable production and the distribution of goods and services to take place efficiently.	SA	A	NO	D	SD	P	D	R
26.	The student knows that an economy based primarily on specialization and exchange results in interdependence among people in the economy.	SA	A	NO	D	SD	P	D	R
27.	The student knows that our economic system offers many opportunities, but the major responsibility for taking advantage of these opportunities is up to each individual citizen.	SA	A	NO	D	SD	P	D	R
28.	The student knows that in our economy the government serves as both a producer and consumer of goods and services.	SA	A	NO	D	SD	P	D	R
29.	The student knows that competition between buyers and sellers is an important part in our economic system; in the absence of competition, the government regulates prices to protect the consumers.	SA	A	NO	D	SD	P	D	R
30.	The student knows that in our economic system government serves to provide and enforce rules for the conduct of economic activities.	SA	A	NO	D	SD	P	D	R
31.	The student knows that the government provides direct aid to business by providing loans, tax credits, subsidies, and tariffs.	SA	A	NO	D	SD	P	D	R
32.	The student knows that the taxing and spending policies (fiscal policy) of the government affect economic activity.	SA	A	NO	D	SD	P	D	R
33.	The student knows that in a market economy prices are guides to producers in determining how to use their scarce resources.	SA	A	NO	D	SD	P	D	R
34.	The student knows that in a market economy prices serve to divide the total production among those in the economy.	SA	A	NO	D	SD	P	D	R
35.	The student knows that economic efficiency assures the most production for the least cost.	SA	A	NO	D	SD	P	D	R

*Adapted from: Clawson, E.U. *Teachers' Guide for Our Economy: How it Works* Menlo Park, NJ: Addison-Wesley Publishing Company, 1980, pp. 16-19.

APPENDIX E

A Worksheet for Developing A Pupil Evaluation Policy

The instrument below focuses on two factors--*philosophies* and *current evaluation policies*--that will influence the formulation of *student evaluation policies*.

Philosophies ⟶ Current Evaluation Policies ⟶ Formulation of Student Evaluation Policies

Key concepts that have implications for student evaluation.	Current restrictions which will affect student evaluation policies for this curricular area.	Evaluation policies should be consistent with philosophies and goals of the district, building, and program.
District	**District**	1. Program objectives vs. national norms; or both 2. Types of tests 3. Diagnostic vs. achievement tests; or both 4. Types of test items best suited to evaluate objectives 5. Other evaluation considerations
Program	**Building**	6. Test frequency 7. Grading policies 8. Role of self-evaluation 9. Dissemination of test information.

APPENDIX F

Resources for Economic Education

The Ohio Council and Affiliated Centers for Economic Education

Ohio Council on Economic Education
The Ohio State University
112 West Hall
Columbus, OH 43210

- Ashland College
  Gill Center for Economic and Business Education
  Ashland, OH 44805
- Ohio University
  College of Education
  119B McCracken Hall
  Athens, OH 45701
- John Carroll University
  School for Business
  Cleveland, OH 44118
- The Ohio State University
  Central Ohio Center for Economic Education
  315 Ramseyer Hall
  29 West Woodruff Avenue
  Columbus, OH 43210
- University of Akron
  Zook Hall
  Department of Education
  Akron, OH 44325
- University of Cincinnati
  Greater Cincinnati Center for Economic Education
  Mail Location 371
  Cincinnati, OH 45221
- University of Toledo
  Department of Economics
  Toledo, OH 43606
- Wright State University
  Colonel Glenn Highway
  Dayton, OH 45431

Organizations and Agencies

American Enterprise Institutue for Public Policy Research
1150 17th Street, N.W.
Washington, DC 20036

Business/Education Alliance
150 Michigan Avenue
Detroit, MI 48226

Center for the Study of American Business
Washington University
Box 1208
St. Louis, MO 63130

Chamber of Commerce of the United States
1615 H Street N.W.
Washington, DC 20062

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Consumer Economic Education Association of Ohio
Ohio Department of Education
65 South Front Street, Room 912
Columbus, OH 43215

Econ Ed Foundation
P.O. Box 76
8155 University Avenue
La Mesa, CA 92041

ERIC Clearing House for Social Studies/
Social Science Foundation
ERIC/CHESS
855 Broadway
Boulder, CO 80302

Federal Reserve Bank of Cleveland
Public Information Center
P.O. Box 6387
Cleveland, OH 44101

Foundation for Economic Education, Inc.
30 South Broadway
Irvington-on-Hudson, NY 10533

International Institute for Economic
Research
Westwood Center
Suite 1625
1100 Glendon Avenue
Los Angeles, CA 90024

Joint Council on Economic Education
1212 Avenue of the Americans
New York, NY 10036

Junior Achievement, Inc.
550 Summer Street
Stamford, CT 06901

Law and Economics Center
University of Miami
School of Law
P.O. Box 248000
Coral Gables, FL 33124

National Center of Economic Education
for Children
Lesley College
Cambridge, MA 02238

National Council for the Social Studies
3615 Wisconsin Avenue N.W.
Washington, DC 20016

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National Schools Committee for
Economic Education, Inc.
143 South Beach Avenue
Old Greenwich, CT 06870

Ohio Attorney General's Office
Consumer Frauds and Crimes Section
State Office Tower
30 East Broad Street
Columbus, OH 43215

Ohio Chamber of Commerce
17 South High Street
Columbus, OH 43215

Ohio Council for the Social Studies
7123 W. Von Dette Court
Centerville, OH 45459

Ohio Department of Education
65 South Front Street
Columbus, OH 43215

Division of Elementary and Secondary Education, Room 1005

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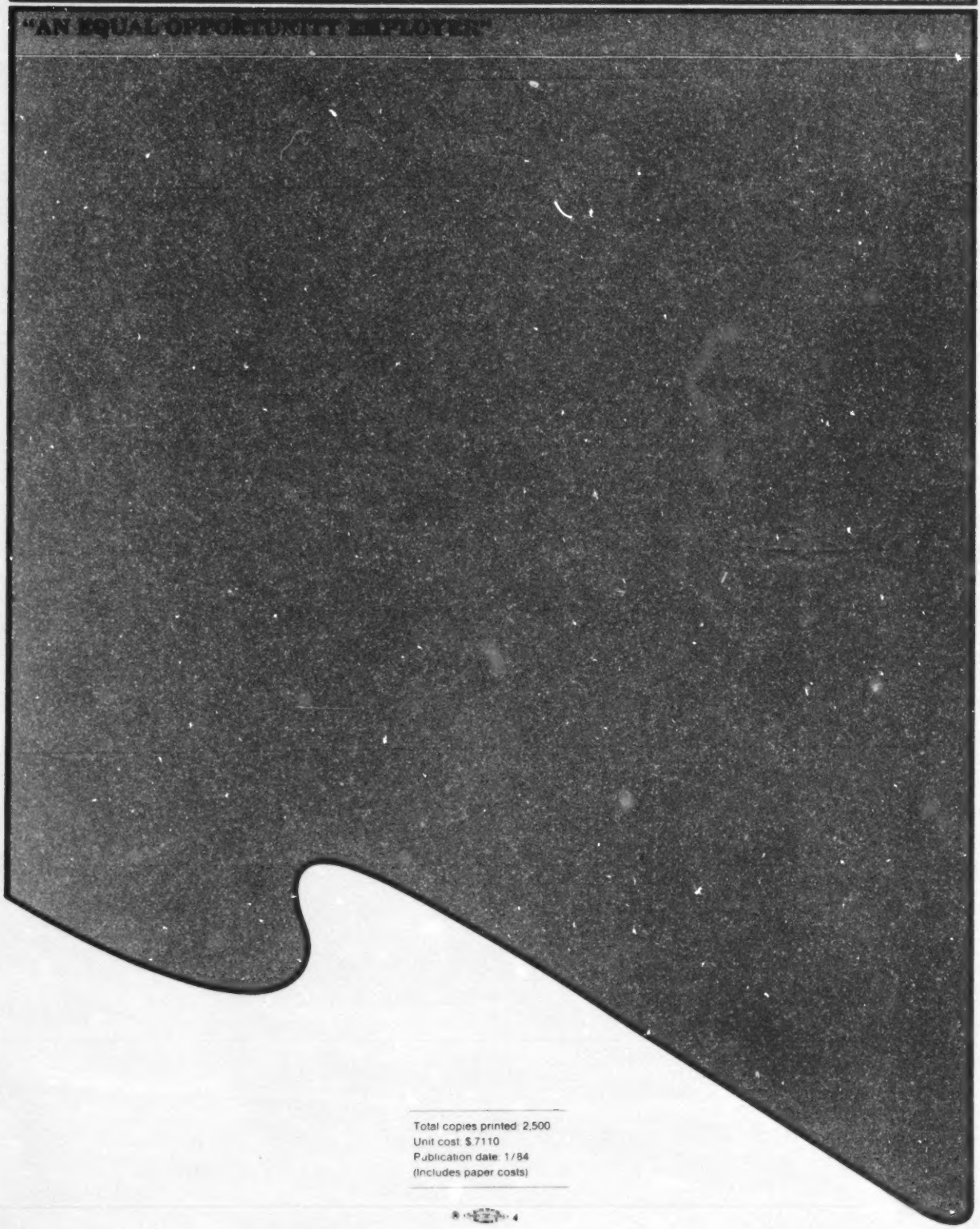

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